receives royalties in return but loses control over his product. Since films do not make money on theatrical exhibition alone, these subsidiary rights are extremely important for the generation of revenues. A producer, becoming his own distributor, is not advocated, however, given the structure of the industry.

The authors of *Making It* do not emerge as either critics or reformers of the industry. Instead they are pragmatists and realists who recognize the restraints of the industry and then get on with the business of making movies and television programs.

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The Training and Hiring of Journalists
Lee Becker, et al
Norwood, N.J.: Ablex Publishing Corp, 1987.
Hardcover U.S. $29.50

How do journalists acquire the ethical yardsticks which they use throughout their lives? When deciding -- for instance -- whether they can accept gifts from news sources, what criteria do they use? If they believe it's acceptable to break the law in order to obtain documents for a story, on what basis do they make that decision?

These are among the many questions raised by *The Training and Hiring of Journalists*. Unfortunately, although they are perhaps the most fascinating issues to emerge, they are only dealt with peripherally. As the title implies, the real drift of the book is far more prosaic, dealing with the mechanics of training and hiring, rather than with the content and effects of journalism curricula. Nonetheless, in the process, the book goes to considerable lengths to explore ethical attitudes, asking the views of journalism graduates, young journalists, and experienced journalists. The result is disappointingly inconclusive, partly because of gaps in the data (such as failing to find students' views BEFORE they began journalism school), and partly because the scope of the book is so huge that scant attention can be given to any one aspect. So, for instance, the authors conclude "university experiences did seem to have impact on student ethics," (p.185) and that students are "largely under the control of their training experiences" (p.157), yet earlier they reluctantly admit "that impact may be much less than expected." (p.57) Case not proven.

The study is further weakened by total dependence on survey results, leading to too many broad generalizations. For Canadians, it is also limited by its exclusive American orientation. The result is a mix of tantalizing possibilities and frustrating banalities, aggravated by a surfeit of typographical errors. The American-ness of the volume means that some data are quite irrelevant to the Canadian situation. For instance, the research concentrates exclusively on universities, asserting that the 300-odd four-year schools provide most recruits to the news industry. But in Canada,

of course, only a handful of English-language, four-year schools offer undergraduate Journalism sequences: Carleton, Concordia, King's College, Regina and Ryerson. A 1983 survey by the Candian Daily Newspapers Association indicated that Canadian papers -- at least then -- were hiring equal numbers of recruits with undergraduate degrees, community college diplomas and degrees in other disciplines.

Similarly, the Candian news media are vastly different from their American counterparts. The U.S. has no real equivalent to our C.B.C.; our cable companies are vastly bigger and more centralized; and P.R. remains a fledgling industry here, where estimates suggest there may be three times as many P.R. people as journalists south of the border.

These differences make it difficult for Canadian readers to garner much of real value from the book. But even U.S. readers must wonder for whom such a book is prepared. It's not likely to be of much use to employers, as it reflects what they already do (if indeed data from three schools and employers in two states can be extrapolated nation-wide). It's far too data-based to appeal to journalism students, let alone the general public. Which leaves journalism educators. And in a sense it is depressing to think that such a book should be necessary for them: Most J-teachers worth their salt -- assuming they've worked in the news media themselves and maintain regular contacts with the news industry -- should already be familiar with media hiring practices.

The book -- one of an ongoing series under the general rubric of "Communication and Information Science" -- is, however, useful in that it brings together findings from a number of different studies done in recent years and then adds a huge range of other surveys of new graduates, editors and working journalists. But sometimes all this labor yields the obvious:

- "An interest in writing ... is associated with selection of news editorial study." (p.45)
- "In the newspaper (case study), the concern was clearly with what is written." (p.89)
- "There was much evidence, then that the organizations (a newspaper, radio station, TV station, PR office and ad. agency) represented fairly distinct communication industries." (p.108)
- "The print respondents....wanted the ideal applicant to have worked for the college newspaper, while the television respondents wanted the applicants to have experience on the college television station." (p.123)
- "In many cases, irregular working hours are the norm." (p.128)

Similarly, the research discovers that media organizations rely heavily on unsolicited applications when hiring, that all radio news directors expect their staff to write three or more stories per day, and that J-students did well in high school English but poorly in math and science. Surprise!

The book does yield, however, a freeze-frame picture of what many U.S. J-students expect from their jobs and what editors and news directors expect from J-grads. Some of the surveys would be more credible with larger cohorts: the grads of Ohio State University, the University of Kentucky and Ohio Wesleyan University may simply not be representative of the nation. And the personnel practices in Ohio and Kentucky newsrooms may not reflect the whole country. This may explain some of the more off-the-wall conclusions:

- "Internships lead to lower levels of professionalism." (p.57)
- "Just over 20% (of J-grads) held three or more jobs (in their first year after graduation)." (p.133)

Certainly there's a selectivity in such survey-based research which may skew results. It's not frivolous to suggest that editors with "better" hiring practices are most likely to respond than those who will hire anyone who is cheap or has nice legs; and graduates who are proud of their success are more likely to reply than those -- say -- currently in jail. And inevitably, open-ended questions are fraught with danger: To ask a grumpy old editor what's wrong with J-schools is to invite the response that "today's kids can't spell," though -- in Canada at least -- J-school grads are highly literate, and editors have only themselves to blame if they hire illiterates.

Nonetheless, some of the insights into current graduate attitudes and hiring practices will be of interest. For instance, administrators of journalism and communications schools should note that editors demanded more political science in J-school; that journalism grads regretted not having taken business administration classes in university; that J-grads found English, political science and communications to be the most useful non-journalism courses, in that order, but that the more professional experience they had, the less useful they thought their communications classes were.

There should also be considerable concern about the apparent difficulty broadcast news students have in getting broadcast jobs. Or the finding that students aren't adequately prepared for the low salaries they will get or how little feedback they will receive once they are at work.

Inevitably, the book skates over issues such as where students get their value-systems, and it ignores the debate over whether jounralism IS a profession or whether indeed it ought to be (vide John Merrill's fascinating conclusion that it should not, in *Philosophy and Journalism* -- Longman, 1983).

Two other gaps: The book fails to acknowledge the worrying trend in the U.S. of J-students away from news/editorial sequences towards radio and advertising. Nor does it mention the seminal 1982 study produced by the Associated Press Managing Editors Association, *1990: Journalism Education in the Next Decade.*

Nonetheless, *The Training and Hiring of Journalists* is necessary reading for administrators in Journalism and Communications, who even in Canada may gain some statistical reinforcement for what they already know.

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